

Camden's social work training strategy 2021- 2022



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1 Introduction

Children's social work is one of the key services provided by Camden, and social workers provide support to some of the most vulnerable residents in the borough, keeping them safe from harm, supporting them to be as independent as possible, ensuring their welfare and enabling them to live a full life. The Council recognises that social workers are among its most valuable assets and that the quality of social work services provided will only ever be as good as the social workers involved in its delivery.

Camden expects its social workers to demonstrate a high level of competence, knowledge and professionalism and will invest heavily in the training and development of social workers so that they are better able to meet the needs of service users and make a difference to people's lives.

This document sets out how Camden will ensure that all Children's social workers in the borough have an opportunity to learn and develop their skills so that the council is able to deliver better services and better outcomes.

2 Purpose of strategy

This strategy has been designed to support the leadership, delivery and management of all Children's social work learning and development in Camden. This document sets out the framework for learning and development for social workers in the borough regardless of where they are based.

The overall strategy is to ensure that social workers in Camden receive the right kind of training at each stage of their professional development and career pathway so that they have the necessary skills and competence to deliver a high standard of service and to enable them to progress their own personal and career development.

The strategy aims to achieve the following objectives:

- ensure social work staff have the necessary skills, tools and experience to deliver a high standard of service
- enable individual social workers to learn and develop along a defined career pathway
- help staff and teams to deliver high quality social services that improve outcomes for service users and fully discharges the council's legal duties
- implement the requirements of the Social Work Taskforce recommendations for the training, development, and professional standards for social workers
- contribute to the development of Camden's social work workforce
- promote a culture of learning and continuous development and improvement in Camden
- provide a system of managerial oversight and quality assurance for social work training that continually scrutinises and measures the impact of training and allows improvement of provision.

3 Children's social work services in Camden

3.1 Overview of social services in the borough

Children's social workers are employed in the Children's Safeguarding and social work (CSSW) division within the Supporting People Directorate and carry out a wide-range of roles and responsibilities, working with vulnerable children and families in the borough.

Children and families social workers provide a statutory service under the Children Act 1989, which provides the legal framework for the council's duty towards children and families.

Frontline social workers assess children's needs and provide services where they are in need of help, in need of protection or are being looked after by Camden.

The success of social work interventions is measured in terms of the outcomes that are brought about for individual children in each of the following areas of their lives so that they are able to achieve good outcomes: *being healthy, staying safe, enjoying and achieving, making a positive contribution, achieving economic well-being.*

Social workers will vary in their knowledge and experience depending on their career stage. Although most will have post-qualification experience, some are newly qualified and the council also provides a number of student placements as part of its commitment to developing a stable workforce for the future.

As part of its equalities and diversity commitment, Camden aims to ensure that as far as is possible, the culture and ethnicity of the social workers employed by the borough, matches that of the community they serve.

4 Standards and Frameworks

To take account of the complexities facing social care providers and to support the frontline social work workforce in delivering these strategies, Camden has adopted the following standards and frameworks.

4.1 Post qualifying standards: (AKA Knowledge and skills statements) and Professional capabilities framework

This PQS and the revised PCF framework are an overarching framework of professional standards that sets out the required skills, aptitudes and knowledge social workers must attain at various points during their training and post-qualification experience and against which their career pathways will progress.

All Camden's social work training will be designed to complement both frameworks. Social worker progression to the next level of the career structure will be measured against this.

4.2 The Standards for Employers of Social workers in England 2020

This is a framework of expectations regarding the management and support of social workers. The standards set out what team leaders and senior managers need to do to provide a working environment where social workers can practice safely and effectively.

This includes a supervision framework that promotes learning and development opportunities, provides space for reflective practice, and encourages evidence-based practice through access to high quality research resources.

Supervision policies for social work staff in Camden will be based on these standards and will reflect the importance of on-going learning and the impact of this on improved standards of practice.

4.3 Assessed and Supported Year in Employment (ASYE)

The Assessed and Supported Year in Employment (ASYE) is designed to help newly qualified social workers (NQSW) to develop their skills, knowledge and capability and strengthen their professional confidence.

With the support of their employers, NQSW will need to show that they have met the capabilities statements at ASYE level as set out in the PCF and PQS. Evidence will be built up and reviewed over the year to show sufficient achievement in a range of essential skills, knowledge and values that cover these standards.

Employers will be expected to provide a high level of supervision and support and carefully managed caseloads, with more complex cases allocated only when the social worker is assessed as ready.

4.4 Continuing professional development framework (CPD)

Continuing professional development is regulated by Social Work England, which sets the standards of continuing professional development needed for continued registration.

All social workers are expected to continue to develop their skills and improve their practice through training and learning activities. The CPD framework recognises that learning can and does take place in a variety of ways and different circumstances. This means that the PCF and PQS will act as a framework to inform CPD requirements for individual social workers.

Social workers will be supported by employers and expected to take professional responsibility for developing their skills to a high professional level, by undertaking learning and development activities over and above the core standards required for registration with Social work England.

Social Work England expect social workers to record their CPD regularly throughout the year to maintain their registration and managers and supervisors should ensure that social work staff are able to meet the standards for CPD. Camden expects all social workers to have completed at least 5 days of training every year.

All post qualification training should meet the needs of the workforce and complement the professional capabilities, the post qualifying standards to demonstrate that the social worker has the necessary skills and aptitudes to continue registration as a social worker and to progress along recognised career pathways.

Camden's core training programme for Children's social work aims to provide a framework of continued professional development based on the needs of the work force so that they can develop and progress within the capabilities framework.

5 Structure of training

5.1 Student placements

Social Work England *requires* that social work degree courses must provide students with an opportunity to spend at least 170 days in a practice environment that enables them to gain valuable experience and learn new skills whilst being assessed on their performance as part of their training. Students must be able to spend time in a variety of social work settings, working with at least two different service user groups and taking on various levels of interventions and statutory tasks.

Camden is committed to providing high quality placements for students that helps them develop professionally and with a view to providing full time positions on graduation.

All students will be allocated a practice educator who will supervise them during placement and provide the HEI with a written assessment on their practice.

5.2 Practice educators

Practice educators are experienced social workers who have been specially trained to supervise, teach and assess social work students in placement.

- At stage 1 (PEPS1) of training, practice educators will supervise students up to but not including their final assessment and can contribute to a final placement but cannot take full responsibility for the assessment.
- At stage 2 (PEPS 2) of training, practice educators will be competent to give a recommendation as to whether or not a student is fit to practice and should become qualified.

To train as a practice educator, individuals must:

- be a registered social worker
- have two years relevant work experience for stage 1 and 3-years relevant work experience for stage 2
- demonstrate the relevant knowledge and skills required to meet the practice educator professional standards.

Practice educators across the services are supported by the Professional Social work Educator in line with the Practice Educator Standards. Camden is a member of the *North London Social Work Teaching Partnership* (NLSWTP) and the *North Central London Social Work Education Network* (NCL-SWEN). These partnerships enable increased creativity and the attainment of excellence in social work education and practice through closer collaboration, peer exchange and the sharing of good practice

5.3 The assessed year in employment

Camden is committed to ensuring that newly qualified social workers joining the council can develop their skills within a safe practice environment, can meet required practice standards and is aligned to the Professional Capabilities Framework following their assessed year in employment.

All newly qualified social worker is expected to take part in the ASYE programme.

Some parts of the programme may be suitable for social workers returning to children's social services following a period of absence or social workers transferring between social work sectors.

During the assessed year:

- workers will be supervised weekly for the first 6 weeks and fortnightly for the next 6 months, then 3 weekly thereafter or in line with local supervision policies
- supervision will focus on reflective practice
- social worker must meet PCF for ASYE level and PQS within 12 months
- they will only carry 90% of the benchmarked workload (approximately 12-15 cases)
- 10% of their workload will be set aside for training and development purposes such as shadowing, visiting teams and other agencies and attending core training etc
- they must not be **solely responsible for** child protection / complex cases or adult safeguarding cases, but must co-work cases with an experienced social worker while developing the necessary skills and experience
- progress reviews are held with the worker every 3 months.

5.4 Induction training

All workers new to Camden, regardless of their post qualifying experience, will require a full induction programme overseen by their line manager to help them settle into their role and introduce them to the council.

A local induction policy, leaflet and e-learning programme is available for all staff and sets out what training and induction activities should be carried out, including a comprehensive learning and development needs analysis. The Induction programme includes the corporate, council-wide induction as well as specific induction at team and service level.

5.5 Continuing professional development (CPD)

Camden promotes continuing professional development for social workers that aims to ensure they develop their capabilities throughout their careers and meet registration criteria and the standards set by the regulatory body, Social Work England.

To do this, Camden:

- provides and commissions high quality post-qualifying training
- ensures that social workers' training needs are continually assessed
- encourages a learning environment that includes a wide range of learning activities.

The Council's CPD framework is an in-house Training and Learning programme mapped against the PCF and the KSS. It focuses on the individual learning needs of social workers as identified in partnership with their supervisor, with learning delivered in a flexible manner using a wide variety of learning tools and formats.

The programme has specific learning objectives to ensure that social workers can develop their practice by learning new skills and expanding their knowledge base in order to improve practice and develop as social workers along a specified career path.

There is an expectation that managers and social workers will explore the impact of training and how it has helped the worker develop their practice, keeping a record that provides evidence for the purposes of reaching the required standard for registration.

5.5.1 Core and mandatory training

All social workers are required to attend core training as part of their role and to ensure their continued professional development. Core training represents the areas of practice expertise and standards expected of social workers working in their specific field and at that complexity. In some service areas, some aspects of training are mandatory in order to practice in this service area.

Details of Camden's core training for CSSW social workers is available in Appendix 1. The core training programme in Camden has been designed to support the assessed year in employment and continued professional development of all staff and is aligned to the capabilities and post qualify qualified standards.

<https://camden.learningpool.com/>

5.5.2 Post qualification / CPD programme

Camden will work in partnership to develop suitable programmes of CPD with our Higher Education Institute partners. The structure of courses will be flexible and modular to allow social workers to take up these learning opportunities and will ensure learning is embedded into practice and can be clearly evidenced in the social worker's training portfolio.

5.5.3 Management training

Camden provides specific training for social work managers that emphasises the importance of leadership and management of a social work team and providing effective supervision, particularly in promoting reflective practice and the Camden's systemic practice model of practice.

5.5.4 External training

Camden encourages social workers to use external training resources such as conferences and workshops run by other organisations and agencies in order to keep up with developments in legislation, research and evidence, practice and policy.

External courses are also useful to provide training to specialist staff and team and senior managers whose training needs may not be met by in-house provision. A specialist budget will be set aside each year to cover these costs, and staff can access this budget through the Policy, Participation and Service Development manager, who also distributes information on forthcoming external training events.

Camden also encourages “train the trainer” approaches to enable staff who have acquired new learning or expertise to share this with their peers.

5.5.5 Multi-systemic practice training- The Camden Model of Social work

As part of the commitment to multi-systemic practice and the Camden Model of Social Work, all CSSW social work staff receive systemic practice training as part of the core programme. The systemic practice training commissioned focuses on embedding a culture of systemic practice into social work practice, providing training for new staff and further training for staff who provide supervision and guidance in systemic practice.

5.6 Safeguarding training

Child protection (thresholds and decision-making) training is a statutory requirement for all social workers who work in Children’s Safeguarding and Social Work and is included in mandatory core training offered by the L&D service.

5.7 Supervision and performance development

Supervision is a vital method of learning and development as it provides social workers with an opportunity to reflect critically on their practice in a safe practice environment that can offer support and challenge in equal measures.

Camden’s social work supervision policy reflects the supervision framework and the 8 standards for support of social workers set out in the Employers standards. One of the key functions of supervision will be to assess the social worker’s learning and development needs and ensure that all training provided can be demonstrably shown to improve practice and outcomes for service users.

5.8 Other training methods

Camden encourages the use of a variety of training provision and delivery to complement formal training and to make the experience of learning more flexible so that social workers can maximise learning opportunities. These include work-based learning, such as shadowing, professional activities such as mentoring, reflective practice, formal educational opportunities and self-directed learning activities.

For example:

Peer mentoring is used as a means of ensuring established social workers and Advanced practitioners are able to share their knowledge and experience with junior colleagues so that information about good practice and what works is made available to all social workers. Reflective group supervision led by Senior practitioners/Systemic Champions based in each social work team, provides this role to support formal one-to-one supervision.

The **Support and challenge panel** provides social workers and their managers with an opportunity to discuss complex cases within a meeting of multiagency professionals including the Tavistock clinic.

Shadowing of experienced colleagues is also used as a method of training during induction periods, to introduce new workers to different teams and services and to enable observation of practice.

Secondments and acting up opportunities allow social workers to work in different roles, environments and services in order to expand their knowledge and experience and learn new skills.

Practice workshops are provided by specialist social workers with in-depth knowledge of specific practice areas, such as Child Protection Officers, to share good practice with social workers and provide an opportunity to discuss cases.

Regular **Lunch and learn sessions** involving internal and external speakers covering a wide range of current topics on areas of practice.

5.9 Research resources

Camden aims to ensure that social work practice is evidence-based, using the most up to date research, and that all social workers have access to research resources including from *Research in Practice* and *Making research Count*.

6 Leadership and management

6.1 Roles and responsibilities

Individual social workers **must** take responsibility for making sure that they meet the standards for their CPD as well as the standards of conduct, performance and ethics. Team managers and senior managers have a role in ensuring the right kind of training is available and that social workers are able to take up training and development opportunities.

In particular, the *Standards for Employers* reinforces the right of social workers to receive adequate training opportunities and place an expectation on managers to:

- ensure social workers have regular and appropriate supervision
- provide opportunities for continuing professional development as well as access to research and practice guidance
- ensure social workers can maintain their professional registration
- establish effective partnerships with HEIs and other organisations to support delivery of continuing professional development.

Team managers and supervisors will assess training needs with the social worker during supervision and within the appraisal system and ensure workers are able to attend at least 5 days of training each year to comply with registration criteria.

Senior managers and quality assurance staff should ensure that social workers are taking up training opportunities and that the training is meeting the needs of individual workers and the service in general.

Training commissioners should ensure the quality of training provided is of high quality, fit for purpose and targeted at the right groups of social workers.

The Policy, Participation and Service Development manager is responsible for commissioning social work training for Childrens' social workers. The Professional Social Work Educator is responsible for overseeing the Assessed and Supported Year in Employment strategy, including the commissioning and monitoring of training for newly qualified social workers and training and oversight of practice educators.

The **Principal Social Worker** oversees improved standards of social work practice and supports the development of expert Advanced practitioner roles to enable highly skilled social workers to remain in practice whilst supporting the learning and development of peers.

6.2 Analysing learning and development needs

Analysing the training needs of social workers is the first step in ensuring an effective learning and development programme. Information gathered is used to commission relevant training and to target specific groups of workers with selective training needs. This way, Camden ensures a high standard of practice as well as continually developing the capacity of the workforce.

Assessment of individual worker's needs is the joint responsibility of the social worker and their manager or supervisor. Analysis of training needs takes place at the following points:

- during induction when the worker first joins Camden; this should inform the induction plan and the learning and development plan for the social worker
- at subsequent supervision meetings, training needs should be discussed and a learning and development plan reviewed
- at each annual appraisal discussion, the impact of the previous year's training should be assessed and the training needs analysis repeated to provide an updated learning and development plan that is joined up to the needs of the service.

6.3 Training needs analysis

Senior managers and staff with a quality assurance role are responsible for identifying the training needs of the social work force. The following are the areas used to analyse training need:

- government changes to childcare legislation and statutory guidance
- research and best practice developments in social work
- consultation feedback from service users, staff, supervisors and senior management
- areas of improvement highlighted in casework audits, child death enquiries and serious case reviews
- inspection feedback
- improvement priorities highlighted in service plans
- areas of improvement based on national and local performance indicators
- outcomes of local needs analysis.

6.4 Commissioning and delivery of training

Each sector (CSSW, ACS and MH) commissions their own training based on the needs of the workforce in that sector and has a designated training commissioner who sources suitable training providers and courses. Where training can take place jointly, this is encouraged.

6.5 Joint training

Outcomes for children are often linked to parental capacity, and any difficulties faced by their parents, particularly in relation to mental health, substance misuse and domestic abuse, can have a devastating effect on their lives. The Children Act 2004 emphasises the importance of joint working between adults and children's services to ensure an integrated response that deals with the family's issues holistically.

The Care Act 2014 also emphasises the need for joint working between children's and adults social care to ensure smooth transitions between services for children and young people with special education needs and disabilities (SEND).

Camden has put in place a series of protocols with adult and mental health services that recognises the value of joint training in order to help services recognise issues, make timely referrals and share information in a manner that improves joint responses.

Training leads in each sector are responsible for identifying joint training opportunities that would benefit workers from different sectors and enhance joint working. In each case, a specified outcome for the training will be identified and the impact of the training on all social work participants and their service will be evaluated.

6.6 Evaluating the impact of training

Arrangements have been put in place to quality assure the standards of training provided and how it leads to improved practice and outcomes for service users. At the end of every training course provided in Camden, attendees are expected to complete a training evaluation form which is passed to the relevant training commissioner to look at and extrapolate information. This means commissioners can discuss with trainers and make informed decisions on course content or further training and commissioning from that provider.

Evaluation of training should also take place as part of supervision; social work managers should discuss any recent training that workers have attended and identify how this has impacted on and improved practice.

6.7 A learning organisation

One of the key aims of Camden's strategy is to be a learning organisation that continually looks to improve social work practice and service delivery. To do this, the council will use feedback from service users and learning from case reviews to inform training needs analysis in order to continually update policy and procedures, training provision, development opportunities and supervisory practice to meet any gaps in social worker's skills and knowledge.

Sources of information that will be used are:

In children's services:

- Children's consultation forms
- Service user satisfaction surveys
- Findings from the CSSW Young Inspectors projects
- Findings from multiagency and social work quality audits
- Complaints
- Case and multiagency audits
- Findings from case reviews and serious incidents conducted by the CSCP and nationally
- Use of looked after young people to deliver the Total Respect training course to staff members.

Where possible, any feedback from these sources will be incorporated into relevant training courses and communicated to social workers via in house workshops and staff meetings.

6.9 Supporting the workforce development strategy

Camden's strategy for the Children's workforce is: "the right staff in the right place with the right skills and knowledge". Through this training strategy, social workers will receive the training they need to enhance their skills and practice so that this enhances the standard of service they provide. Ultimately, the social work work force will have the skills and knowledge to be able to make a difference to children's lives so that they can reach their potential under the 5 outcomes..

6.10 Career pathways

Camden aims to ensure that social workers who invest in their professional development and improved practice through training are rewarded and that it is demonstrated how learning and development is linked to career progression. Camden has developed a social work career progression framework which is linked to pay progression. New posts of Advanced practitioner were created in September 2021 and 22 social workers were appointed to the post. The position involves holding a small caseload of complex cases, developing expertise in a specific area of practice, providing mentoring support to ASYEs, supervising students and providing research briefings and delivering systemic discussions within teams. The position is a bridge to the role of senior practitioner.

6.11 Implementing and reviewing this strategy

This strategy has been developed by the Training Strategy Group and is implemented by senior managers within CSSW to ensure that the social work work force in Camden is aware of the strategy and their role in making it successful so that Camden can be a learning organisation where personal and professional development is valued and rewarded.

The strategy will be reviewed annually by the Training Strategy Group.

Next review September 2022.

Appendix 1

Children's social work core training

Generic core Social workers training

Event title	Post-qualified Standards: Knowledge and skills statements for child and family social workers (PQS:KSS)
Adolescent self-harm and suicide	Relationships and effective direct work, Communication, Child development, Analysis and decision-making, planning and review, Organisational context
Adolescent substance misuse	Relationships and effective direct work, Child development, Abuse, and neglect of children
Assessing parenting and family life of children	Communication, Child development, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning, and review, Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas
Attachment and relationship-based practice for children social workers	As above
Best practice court skills training for children social workers	Child and family assessment, Analysis, decision-making, planning and review, the law and the family and youth justice systems, effective use of power and authority, Contribute to the organisation's role as corporate parent to children in public care,
Challenging behaviour of young people	Relationships and effective direct work, Communication, Child development, Child and family assessment, Analysis, decision-making, planning, and review
Child development for children social workers	Relationships and effective direct work, Communication, Child development, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning, and review
Child exploitation and extra-familial risk	Communication, Child development, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning, and review
Child protection: thresholds and risk assessment	Relationships and effective direct work, Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning and review, Effective use of power and authority, Purposeful and effective social work, the role of

	Supervision Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas
Child trafficking, exploitation, and modern slavery	Relationships and effective direct work, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning, and review, Promote purposeful and effective social work
Childcare supervision – for managers	Child and family assessment, Analysis, decision-making, planning, and review, Promote and govern excellent practice, Developing excellent practitioners, Effective use of power and authority, Purposeful and effective social work, the role of supervision
Confidentiality and information sharing for children's social workers	The Law and family, use the law, regulatory and statutory guidance to inform practice decisions
Core group meetings	Child and family assessment, Analysis, decision-making, planning and review, organisational contexts complying with the checks and balances
Direct work with children	Relationships and effective direct work, Communication, Purposeful and effective social work, Promote and govern excellent practice
Domestic abuse and the impact on children and young people	Relationships and effective direct work, Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning, and review, Promote and govern excellent practice, Developing excellent practitioners, Effective use of power and authority, Purposeful and effective social work
Graded care profile neglect training	Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning and review.
Investigative child and family assessment: an analytical approach	As above
Mediation skills in family relationships conflicts	Relationships and effective direct work, Communication, Purposeful and effective social work,
MOSAIC system training	Organisational context, operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment.
Motivational interviewing	Relationships and effective direct work, Communication, Purposeful and effective social work,
Neglect, emotional abuse, and attachment	Child development, Abuse and neglect of children, Child and family assessment Analysis, decision-making, planning and review, Relationships and effective direct work, Confident analysis and decision-making, Purposeful and effective social work
Parental alcohol & drug misuse and its impact on children	Child development, Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning and review, Relationships and

	effective direct work, Confident analysis, and decision-making, Use the law, regulatory and statutory guidance to inform practice decisions.
Parental mental ill health and the impact on children	AS above
Parental social history taking in assessment	Child and family assessment, Analysis, decision-making, planning and review, Relationships and effective direct work, Confident analysis and decision-making, the role of supervision
Resilience risk and protective factors	Child and family assessment, Analysis, decision-making, planning, and review
Restorative Practice: Building, maintaining, and repairing family relationships	Communication, Child development, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning, and review
Supporting parents in managing teenagers	Relationships and effective direct work, Communication, Child development, Child and family assessment, Analysis, decision-making, planning and review, The law and the family and youth justice systems
Systemic practice- Introduction to the Camden Model of Social Work	Child and family assessment, Analysis, decision-making, planning, and review, Contribute to the organisation's role as corporate parent to children in public care, Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas
That difficult age: Developing a more effective response to risk adolescence	Relationships and effective direct work, Communication, Child development, Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning and review, The law and the family and youth justice systems
Total respect: listening to children and young people	As above
Undertaking high quality chronologies	Child and family assessment, Analysis, decision-making, planning, and review
Working with challenging and resistant parents	Communication, Child and family assessment, Analysis, decision-making, planning, and review
Working with child sexual abuse: recognition and intervention	Abuse and neglect of children, Child and family assessment, Analysis, decision-making, planning and review, The law and the family and youth justice systems, the role of supervision
Working with fathers	Child and family assessment, Analysis, decision-making, planning, and review
<i>Working with men who abuse their female partners</i>	As above
Adoption/fostering/LAC staff	
Moving to adoption	Child and family assessment, Analysis, decision-making, planning, and review Use the law, regulatory and statutory guidance to inform practice decisions, Contribute to the organisation's role as corporate parent to children in public care,
Planning for Permanence	As above

The role of the supervising social worker supervising and supporting foster carers	As above
Useful links Research in practice KSS resource mapping https://www.rip.org.uk/resources/kss-main/	
Post-qualifying standard: knowledge and skills statement for child and family practitioners (publishing.service.gov.uk)	
You can contact the learning and Development Hub via link L&D Hub or by email learning@camden.gov.uk	

Appendix 2 Professional Capabilities Framework



